

## Write a "Mystery Food" Riddle

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### OVERVIEW

Students will explore food, how it was prepared, and where it was eaten during the mid-twentieth century. They will combine this information with their prior knowledge of food in the latter part of the century to create riddles.

### STANDARDS

- History Standard 2: Students know how to interpret and evaluate primary and secondary sources of historical information.
- Geography Standard 5: Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.
- Reading and Writing Standard 2: Students use a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning.

### OBJECTIVES

As they relate to twentieth century Colorado, students will be able to:

- Identify the main idea in a source of historical information.
- Describe the role of resources in daily life.
- Choose vocabulary that communicates their message clearly and precisely.
- Revise and edit speech and writing.

### INQUIRY QUESTIONS

- What kinds of food do you eat?
- Where does that food come from?
- How did people get, prepare and keep food to eat during the twentieth century?
- How did the types of food, preparation, and the places people get food change during the twentieth century?

## MATERIALS TO BE USED

- *Doing History/Keeping the Past* CD-ROM disk or website--Twentieth Century Theme, Food topic, all subtopics
- Primary Sources from the *Twentieth Century Teacher's Notebook: Fruit Stands, Cooking Out, School Lunches, and Butter and Lard*
- Other local materials the teacher has gathered which reflect local food production.

## PROCEDURE

1. Begin with an informal assessment of the students' knowledge of the variety of foods they eat, their sources, preparation and storage. (K-W-L strategy, informal discussion, small group discussion with sharing, etc.).
2. Set the stage for research by telling students they will be viewing historical photos and people's recollection of food, how it was prepared, stored, and eaten.
3. Research can be done in small groups, pairs or individually. Begin by telling students to pay particular attention to details, clues, and dates in the photos and text that will help them figure out the changes over time in people's diets and why they ate what they ate.
4. CD-Rom or website use (options used depend upon number of computers and other management variables):
  - Classroom computer pod: A small group of students or an individual can research at the pod while other students are researching using other materials (literature, nonfiction books, etc.) or during Writers' Workshop while others are doing other writing activities
  - Classroom with projection device: Students view the photos as a whole class while teacher models process of note-taking, site navigation, etc.
  - Lab setting; independent or paired research directly from the website or CD
  - No classroom computers: print hard copies of the photos and text for students.
5. After completing the research, recall with students the information they just learned. Compare and contrast using the following chart:

Type of food	Where it comes from	Storage	Preparation	Where/When Eaten

6. Ask the children to guess the answer to the following riddle:  
Clue #1: This food is good for you. It tastes sweet and can be fun to eat.  
Clue #2: It grows in orchards and can be stored in cans, jars, or eaten raw.  
Clue #3: Sometimes it's used to make tasty treats like roll ups, ice cream and pie.
7. After students have guessed the answer- peaches, cherries or apples- have them make up their own riddles, drawing a picture on the back of the page that shows the answer.
8. Have students share their riddles with the class or other students.
9. Sum up by concluding that the food people ate during the twentieth century depended upon where they lived and economic conditions. It changed with improvements in storage (refrigeration/freezing), preparation (prepackaged, convenience, restaurants, etc.) and transportation (freight). Social and economic (war, depression) conditions affected it too.

## EXTENSIONS

1. Use the information in the Farming and Ranching and Mining themes of *Doing History* to more clearly demonstrate how changes in technology and lifestyles affected the types of foods Coloradoans ate.
2. Take a trip to the local farmer's market. Have students ask the farmers questions about what they sell and to whom, how it's grown, and how people may store and use it.

## ASSESSMENT

Informal signs of success:

- Students use terminology and information from the *Doing History: Keeping the Past* materials.
- The clues are detailed enough for the children to guess the correct answer.
- Riddles are clear and reflect the student's knowledge about the food, how it was stored, prepared and consumed and/or whether it's still eaten or used in the same way today.

Formal Language Arts grading could be based upon skills the teacher has been focusing on such as ideas, organization, sentence fluency or conventions.